



Cooley Springs-Fingerville Elementary

140 Cooley Springs School
Chesnee, SC 29323

Grades	PK-5 Elementary School	
Enrollment	328 Students	
Principal	Denny Landrum	864-592-1211
Superintendent	Dr. Scott Mercer	864-578-0128
Board Chair	Mr. Danny J. McDowell	864-578-0128

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	Good
2006	Average	At-Risk
2005	Average	At-Risk
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

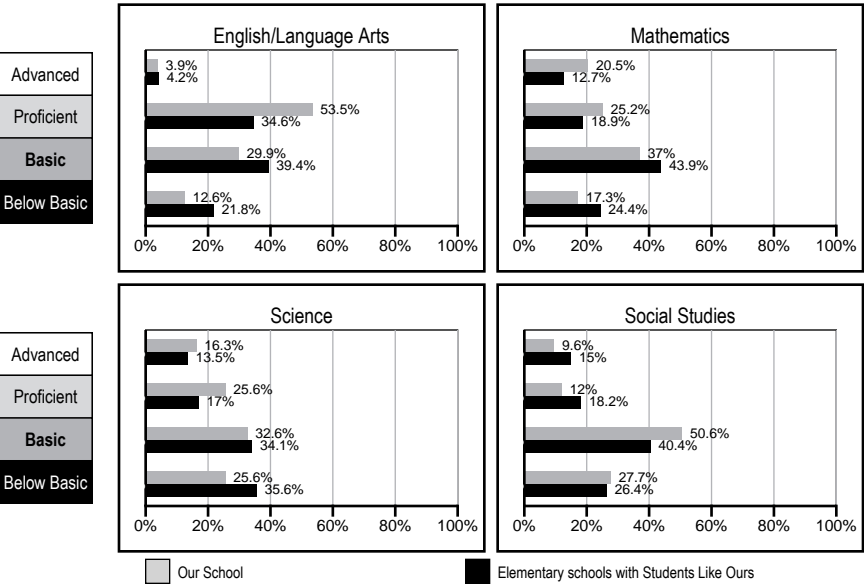
96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	49	36	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=328)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.6%	Up from 4.2%	2.7%	2.3%
Attendance rate	96.0%	Up from 95.5%	96.2%	96.3%
Eligible for gifted and talented	6.5%	Up from 4.8%	9.2%	10.4%
With disabilities other than speech	8.7%	Up from 7.6%	8.8%	7.5%
Older than usual for grade	0.0%	No Change	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	54.5%	Down from 70.0%	57.1%	56.7%
Continuing contract teachers	77.3%	Down from 85.0%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.0%	Down from 89.4%	87.4%	86.4%
Teacher attendance rate	94.9%	Down from 96.2%	94.7%	94.9%
Average teacher salary	\$46,572	Down 0.1%	\$45,421	\$45,345
Professional development days/teacher	13.8 days	Down from 24.0 days	13.0 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 17.9 to 1	18.5 to 1	18.5 to 1
Prime instructional time	88.4%	Up from 87.1%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,560	Up 13.1%	\$6,982	\$7,052
Percent of expenditures for instruction*	62.5%	Down from 64.6%	68.9%	69.1%
Percent of expenditures for teacher salaries*	57.1%	Down from 59.7%	64.9%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Cooley Springs-Fingerville Elementary celebrated another successful year of raising the bar for student achievement. Our school received the Closing the GAP Award and the Palmetto Silver Award for improvements in our PACT scores for 2007. Meeting the unique physical, emotional, social, and academic needs of every child is our primary focus. Students are provided with a highly qualified staff, as well as offered a variety of opportunities to increase academic achievement before, during, and after school.

This year's continued implementation of the 100 Book Challenge Reading program has encouraged the daily independent reading of students at school and at home, building success for all students. The program continues to promote a positive attitude toward being successful readers for our reluctant readers because students are encouraged to read at their "fast, fun, and easy level." The Read with Sarah reading program focuses on working with students in small groups on specific reading skills and provides a more focused direct instruction setting for our students. This program was implemented fully in grades K through 2 this year and will be fully implemented in grades K through 5 next year. Students are provided related arts instruction in music, art, physical education, media, and technology science.

The PTO is actively involved in our school. The PTO provides funds to support our instructional program, recognize student performance, honor staff members, and provides funds to maintain a computerized message system for parent phone contacts. This phone system is a valuable tool for sending messages to all parents, small groups of parents, or individuals. We continue to strive to improve parent involvement in our school. We are very appreciative of the commitment of our students, parents, volunteers, business partners, and staff.

The staff continues to strive to keep abreast of current brain research and apply it toward instruction for student learning. We implemented all Math Out of the Box modules, an inquiry approach to teaching math, this year and plan to continue Math Out of the Box next year. A computerized Early Literacy Test is used to measure reading readiness in K and grade 1. MAP (Measuring Academic Progress) was implemented in grades K through grade 5 this year. MAP data was used to provide specific instruction based on South Carolina standards to small groups of students across grade levels in grades 3 through 5 and among grade levels in grades 1 and 2.

Everyone continues to work as a team for the success of our students as the staff diligently seeks to provide them with the best educational opportunities.

Denny Landrum, Principal

Sandra Camp, School Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	34	18
Percent satisfied with learning environment	94.7%	88.2%	94.4%
Percent satisfied with social and physical environment	100.0%	73.5%	64.7%
Percent satisfied with school-home relations	100.0%	96.9%	82.4%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

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I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.8%	0.0%	No
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	136	100	12.6	29.9	53.5	3.9	67.7	60.7	48.2	Yes	Yes
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Gender

Male	70	100	16.9	27.7	53.8	1.5	66.2	53.8	41.7	N/A	N/A
Female	66	100	8.1	32.3	53.2	6.5	69.4	68.5	55	N/A	N/A

Racial/Ethnic Group

White	104	100	13.7	28.4	53.7	4.2	68.4	64.4	60	Yes	Yes
African American	21	100	9.5	38.1	52.4	0	66.7	49.8	31.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	51.3	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	38.8	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S

Disability Status

Disabled	26	100	56	32	12	0	20	13.3	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.6	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	46.8	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	90	100	17.9	33.3	47.6	1.2	60.7	48	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	136	100	17.3	37	25.2	20.5	63	57.7	45.8	Yes	Yes
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Gender

Male	70	100	23.1	27.7	26.2	23.1	63.1	57.8	45.6	N/A	N/A
Female	66	100	11.3	46.8	24.2	17.7	62.9	57.5	45.9	N/A	N/A

Racial/Ethnic Group

White	104	100	16.8	33.7	26.3	23.2	62.1	62.4	59	Yes	Yes
African American	21	100	19	47.6	23.8	9.5	66.7	40	26.9	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	41.7	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	39.9	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S

Disability Status

Disabled	26	100	56	24	12	8	24	18.3	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.2	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	46.5	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	90	100	23.8	36.9	22.6	16.7	53.6	46.1	31.4	Yes	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	91	100	25.6	32.6	25.6	16.3	41.9	41	35.7	96	96
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Gender

Male	46	100	25	31.8	31.8	11.4	43.2	44.6	37.4	96.1	96
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Female	45	100	26.2	33.3	19	21.4	40.5	37	33.8	96	96.1
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Racial/Ethnic Group

White	71	100	24.2	30.3	25.8	19.7	45.5	46.1	49.2	95.9	95.9
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African American	15	100	26.7	40	26.7	6.7	33.3	23.3	17	97	96.7
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	31	58	98.5	97.3
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	17.6	24.9	96.1	96.3
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	93.8	95.7
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Disability Status

Disabled	18	100	58.8	23.5	17.6	0	17.6	15.9	14	95.1	94.8
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	4.3	21.9	92.2	96.9
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English Proficiency

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	24.5	24.4	97.3	96.6
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Socio-Economic Status

Subsided meals	55	100	32.1	26.4	26.4	15.1	41.5	29.6	21.1	95.6	95.4
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Social Studies

All Students	91	100	27.7	50.6	12	9.6	21.7	35.9	34	96	96
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Gender

Male	47	100	31	42.9	11.9	14.3	26.2	39.5	36.6	96.1	96
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Female	44	100	24.4	58.5	12.2	4.9	17.1	31.9	31.3	96	96.1
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Racial/Ethnic Group

White	72	100	26.6	50	10.9	12.5	23.4	39	44.5	95.9	95.9
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African American	10	I/S	I/S	I/S	I/S	I/S	I/S	20.9	19.1	97	96.7
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	32.1	58.9	98.5	97.3
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	28.6	27.5	96.1	96.3
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	93.8	95.7
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Disability Status

Disabled	19	100	55.6	44.4	0	0	0	9.5	14.4	95.1	94.8
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	15.4	22.6	92.2	96.9
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English Proficiency

Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	29.5	27.3	97.3	96.6
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Socio-Economic Status

Subsided meals	63	100	31.6	56.1	8.8	3.5	12.3	24.5	21	95.6	95.4
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	50	100	16.7	14.3	54.8	14.3	69
	4	55	100	11.5	38.5	44.2	5.8	50
	5	23	100	10	75	15	0	15
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	52	100	8	20	64	8	72
	4	46	100	16.7	19	61.9	2.4	64.3
	5	38	100	14.3	57.1	28.6	0	28.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	50	100	14.3	47.6	16.7	21.4	38.1
	4	55	100	7.7	36.5	38.5	17.3	55.8
	5	23	100	5	50	35	10	45
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	52	100	8	42	26	24	50
	4	46	100	21.4	21.4	33.3	23.8	57.1
	5	38	100	25.7	48.6	14.3	11.4	25.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	25	100	19	38.1	33.3	9.5	42.9
	4	55	100	30.8	26.9	25	17.3	42.3
	5	12	100	30	60	10	0	10
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	26	100	12	52	36	0	36
	4	46	100	26.2	26.2	21.4	26.2	47.6
	5	19	100	42.1	21.1	21.1	15.8	36.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	25	100	9.5	66.7	23.8	0	23.8
	4	55	100	21.2	50	21.2	7.7	28.8
	5	11	100	40	40	20	0	20
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	26	100	20	52	12	16	28
	4	46	100	26.2	50	14.3	9.5	23.8
	5	19	100	43.8	50	6.3	0	6.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

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